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ABSTRACT

This descriptive report outlines the history and operation of the International Studies Program at Charles Stewart Mott Community College (MCC). First, introductory material discusses the growing importance of international studies in the nation's community colleges. Next, the need for an international studies and international trade program at MCC is addressed in terms of the economic stagnation and limited prospects for growth of the college's service area. After the process of the development of the International Studies and International Trade Program at MCC is outlined, the objectives, operational strategies, and instructional methodolgies of the program are described. Specific steps and strategies are detailed, including the development of a global perspective in existing courses, the creation of an international studies curriculum, the provision of information on international trade to local entrepreneurs, and the organization of travel abroad programs for students and business representatives. Next, an update is provided of more recent developments, including the establishment of a Center for International Studies and Trade in 1980; the publication of a newsletter, "International Perspectives"; the hosting of a conference on international studies and trade; the conducting of workshops and seminars on international trade for local businesses; and the initiation of a consortium of Michigan community colleges concerned with international development. (HB)

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POSITION PAPER ON INTERNATIONAL STUDIES PROGRAM AT C. S. MOTT COMMUNITY COLLEGE

Prepared by Wise B. Joseph

February 24, 1981

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POSITION PAPER ON INTERNATIONAL STUDIES PROGRAM AT M.C.C.

INTRODUCTION

In the present epoch we live in an increasingly interrelated and interdependent world. Our concerns for energy, environmental pollution, and the growth of multinational corporations are but a few of the critical contemporary developments that remind us that we live in an interdependent economic, political and social web. Undoubtedly, our government and economy, our domestic and international policies are influenced by international events. Even, in matters -- including the prevention of nuclear war and the arrest of inflation -- international cooperation has become increasingly crucial. Thus, in 'A Passion For Paradox', Harlan Cleveland (1977a, p.7) observed that we now live "in a world where everything leads to everything else." And in 'An Owl Before Dusk', Michio Nagai (1975, p.39) remarked that more important problems now are increasingly international, only minor problems remain national. These statements imply that a nation in which the global perspectives of large part of population are well developed, will have an international advantage.

Despite the fact that in recent years there has been an expanded interest in the rest of the world on the part of individual American citizens and business corporations (see U.S. Bureau of Census, Statistical Abstracts of the United States, 1974), yet Americans remain notoriously ignorant of international issues and of foreign cultures

and foreign languages. Avowedly, it is inconceivable that our country as well as our business corporations that aspire to international leadership can exercise that role if our people are undereducated in international affairs. Therefore, in recent years there has been a great deal of concern expressed in a variety of political, economic and educational settings for effectively internationalizing higher education (see 'Expanding the International Dimensions of Higher Education' - A Report of the Carnegie Council on Policy Studies in Higher Education, 1980). Although, our growing interrelatedness in the world demands that people must be prepared for professions and occupations with global perspectives, however, the role of education in fostering an awareness of the interdependence of world cultures is pivotal. U.S. Commissioner of Education Ernest Boyer states that education ". . . must teach us that all our actions on this planet, physical and social, are ultimately interwoven and irrevocably interlocked." (AACJC Annual Conference, 1978). Broadening educational program to include an international dimension is becoming a national goal. President Carter's Commission on Foreign Language and International Studies recommended major expansion of international studies programs in undergraduate institutions.

The extent to which community colleges can play a vital role in internationalizing higher education can neither be ignored nor postponed. Since over one-third of all degree-credit students in higher education attend community colleges, and over 50 percent of first-year students enter these colleges (Hansen and Gladieux, 1978), community colleges are best suited

for imparting international education. Besides, community colleges are academic institutions which are community based, they have unique and promising feature of cooperation with local business, industry and labor unions. Thus, they can be responsive for the global perspectives of various sectors of community. Therefore, it is no wonder that, "Not since the advent of the American Junior/Community College has any one educational endeavor caught the imagination of the community college practitioner as has international education. Increasingly, educational leaders recognize that carefully conceived and meticulously maintained international involvements contribute to the strengthening and expansion of college programs and services as well as result in professional enrichment of faculty and staff" (King and Breuder 1979: 24).

NEED FOR INTERNATIONAL STUDIES AND INTERNATIONAL TRADE PROGRAM AT M.C.C.

Knowledge respects no national boundaries -- the proper concern of education is the whole world. The standards and methods of scientific inquiry are universal and knowledge produced in any part of the world contributes to the scope of human understanding. Exposure to other cultures, languages, and international issues and learning with cross-cultural and comparative approach make learning genuinely meaningful. Knowledge and appreciation of other cultures encourages new perspectives about an individual's role in society. People who gain international perspective in their education can become instrumental and effective participants in developing global perspectives of the various sectors of their community.

However, students at M.C.C. receive at present no exposure to international issues since international dimensions of education are utterly lacking.

Genesee County and especially the City of Flint, have been largely dependent for decades on a single industry, i.e., automobile. It has been, therefore, customary to identify Genesee County and the City of Flint, as home of General Motors and Buick Town. This fact has led the attitudes of the business and industry people as well as Genesee County and the City of Flint administrative and political leaders, into two pronged directions. On the one hand, General Motors has been considered as a major source of income, revenues, and employment for the City of Flint and Genesee County. Even, small and intermediary industries that established in Genesee County, have aimed to gear themselves only as subsidiaries for the auto industry. On the other hand, it has undermined any attempts toward the expansion and diversification of trade and industry in Genesee County. Moreover, recent slump in auto industry has contributed to serious economic and employment problems and has once again reminded us that the single industry does not provide a broad economic base for the county. It also fails to provide diverse avenues for employment within the City of Flint and Genesee County. Acknowledging such facts, the city and county officials as well as businessmen have accepted the principle that a city or county which has the capacity to attract new businesses and industries, and whose businessmen keep exploring new channels of trade outside the State and Nation, would prosper and will have an economic and cultural growth. As a result,

the City of Flint Planning Commission has accepted a diversification of industry and business plan and created The Flint-Genesee Corporation — a private nonprofit corporation, under the Michigan Economic Development Incentive Concept (MEDIC) to help innovative entrepreneurs to explore avenues for international trade and export and to invite foreign investments in Genesee County.

INTERNATIONAL STUDIES AND INTERNATIONAL TRADE PROGRAM AT M.C.C.

Sensitive to such needs and impending surge for increased involvement in international education, a few faculty members at M.C.C. who have been interested in international dimension of education for some years, noticed the benefits that could be derived from International Studies and International Trade program at M.C.C. About two years ago, on an invitation from the Flint-Genesee Corporation, Avery Chandler, Dr. William Blamer and Wise Joseph had series of conferences regarding M.C.C.'s role in helping the Flint-Genesee Corporation to foster job creation through economic development and international trade. Over a year ago, some interested faculty members with the blessings of Dr. William Blamer and Ms. Marge McBrien, created an Ad-hoc Committee of International Studies and International Trade. After regular meetings with the Flint-Genesee Corporation, the City of Flint and Genesee County Economic Planning Commission officials and with other business leaders, it was decided to draft a proposal for International Studies and International Trade program at M.C.C. Wise Joseph prepared a preliminary statement on a proposal for evaluation of avenues and for development of International studies and International Trade program at M.C.C. which having

been discussed and approved by the Ad-hoc Committee was forwarded to the Dean of Instructional Divisions for submitting the same to the Board of Trustees with the request of approving an Advisory Committee for International Studies and International Trade as well as for approving the proposal in principle. The Board of Trustees of M.C.C. at its regular meeting on January 26, 1981 resolved to establish an advisory committee for International Studies and International Trade Program as well as for developing an International Resource Center at M.C.C. (see attached).

A comprehensive International Studies and International Trade Program at M.C.C. that is carefully conceived and meticulously maintains international involvements will contribute to international dimensions of education, will foster sound global perspectives within community and is paramount to fulfilling the need of impending development of International trade in Genesee County. The objectives of the program can be summarised as follows:

A. To develop ways to provide exposure to international issues and cultures to students at M.C.C. and to the general community.

B. To expand the international dimensions of higher education which could prepare students for diverse opportunities of employment within community and abroad.

C. To cooperate with the City of Flint and Genesee County in their efforts for economic diversification and to provide training in international business, international technology and skills to local entrepreneurs.

D. To cooperate with other community colleges in the State in developing a consortium for international Education.

E. To become involved in international experience which contributes to the professional enrichment of faculty, staff and students.

F. To selectively expand the number of foreign students on campus.

OPERATIONAL STRATEGIES & METHODOLOGY

The growing acceptance by Community college educators of internationalizing education has resulted in establishment of international studies programs at community colleges in many states of the nation. Community Colleges in Massachusetts, Florida, California, New Jersey, Alabama etc., have developed international education programs and are participating in international consortium activities. Several fundamental thoughts have guided the operational aspects of International education in community colleges. However, at M.C.C. the following broad operational strategies for International Studies and International Trade program may be followed:

A. Establish a college-wide International Studies Committee with representatives from various Divisions and administration. This committee should have an independent status and must work toward achieving the objectives of international education.

B. Appoint an Advisory Committee which would provide guidance and direction to International Education and International activities at M.C.C.

C. Create a three-member committee from the college-wide International Studies Committee which would function as a liason between community and college for matters of international studies and international trade projects.

D. Appoint a faculty member from the three-member liason committee responsible for attending all meetings and programs in community directed toward international trade activities (Flint and Genesee Economic Planning Commission Meetings, Mayor's Blue Ribbon Committee, Flint-Genesee Corporation, Task Force Committee of Mayor etc.)

E. Gather information on international studies and international trade programs and curriculum which have already been established at other community colleges in the nation and participating in Community College Cooperative for International Development.

F. Explore and obtain funds for International Studies programs (Department of Education, National Endowment for Humanities, Federal Government Grants under Title VI, International Communication Agency, Foundations such as, Ford Foundation.)

G. Secure facilities for establishing an International Studies and International Trade Library and an International Studies Center on M.C.C. campus.

H. Involve administration, faculty, students of college and the community to make international education activities self-supporting and ongoing.

SPECIFIC STEPS AND STRATEGIES

A. Developing a global perspective in already existing courses in various divisions of the college. Clark Kerr has cogently stressed, "Virtually all subjects in social sciences and humanities [as well as in business, technology, nursing and secretarial practice] are susceptible to interpretation from the perspective of different cultures".

B. Developing international studies curriculum: Internationally oriented courses such as: Culture Area courses, World History, International Business courses, Geographical regions of the World, International electric and electronic and machinery courses etc. and Foreign language courses in Arabic, Japanese, Chinese, Swahili etc.

C. Developing internationally oriented courses in Business and applied sciences designed specifically for business and industry needs - short term - non-credit courses.

D. Providing information, research and training for international trade to local entrepreneurs.

E. Organizing seminars, lectures and programs on international issues.

F. Organizing Faculty and Student Exchange programs with comparable institutitions abroad and adapting 'sister institution' and 'sister-city' programs.

G. Exploring avenues for training student from foreign countries by making contacts with countries which donot have such training facilities within their own institutions.

H. Organizing travel abroad or semester abroad programs for students and for businessmen.

I. Making contacts with local industries, business and Labor Unions relative to their needs in terms of their international interests and projects.

J. Developing an International Studies and International Trade Resource Center on Campus and making information

available to community concerning other cultures as well as concerning how to sell overseas, how to identify markets, to understand market behavior etc.

K. Creating a consortium of community colleges in the State of Michigan for International education.

CONCLUSION

As has been stated earlier, the changing economic and demographic nature of communities and the growing realization of our interrelatedness in the world have indicated an urgency in encouraging international education at community college level too. Today, the question is no longer, "Should we get involved?" but rather, "How do we take advantage of the benefits that are associated with the international experience?" Today, Community colleges have expertise, potential and dedication which enable them to actively enter the world community to share their resources and experience. Today, international studies is a legitimate concern for all disciplines, not merely for Liberal Arts areas with which the field has been traditionally associated. Hence, a comprehensive, functional and meaningful International Studies and International Trade program at M.C.C. demands the cooperation, dedication and participation of college faculty, administration, students and local community.

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Remarks from the speech of Ernest Boyer, U.S. Commissioner of Education, delivered at AACJC Annual Conference in 1978, and cited by President of Passdena Area Community College.

FOR ACTION

Board of Trustees
Charles Stewart Mott Community College
Regular Meeting, January 26, 1981
Volume 12

INTERNATIONAL STUDIES, INTERNATIONAL TRADE ADVISORY COMMITTEE

In recent months there has been a great deal of concern expressed in a variety of political and educational settings regarding the lack of international literacy on the part of most Americans.

In our own area the need for international education is addressed more specifically as we search for answers to our economic problems. One approach to improving the economy of Genesee County is through diversification of business and industry. As a part of the overall Genesee County Economic Development Plan we have been exploring the feasibility of initiating an International Trades Program which would assist business and industry personnel in preparing to deal more effectively with foreign markets.

We also would like to explore the feasibility of establishing an International Resource Center on our campus.

On the basis of the preceding information, the following resolution is recommended by the administration.

Be it resolved, that

The Charles Stewart Mott Community College Board of Trustees

Establishes an advisory committee to explore the feasibility of developing an International Studies, International Trade Program and an International Resource Center and appoints the following members to that committee:

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